



### **Teaching Assistant 3**

- Dates:** Flexible start dates (either July 2018 or September 2018)
- Salary:** Single Status Grade 4
- Location:** Chailey School
- Contract type:** Fixed Term Contract
- Contract term:** One year fixed term (permanent or temporary)
- Working pattern:** 32.5 hours per week - term time only (46/47 weeks per year)  
Monday to Friday 8:30am until 3:30pm (including 30 minute unpaid lunch)  
Term time only (46/47 weeks per year depending on service)

Chailey is a thriving, successful school set in rural Sussex within easy reach of Lewes, Haywards Heath and Brighton. We are proud of our traditional values and innovative approaches to Teaching and Learning. Staff are friendly, dedicated and supportive; our students are happy and proud to be part of the school. Chailey is a school where staff and students can thrive. We are seeking talented, innovative colleagues who would be keen to work with motivated and responsive young people.

We are looking for a number of TA3 positions to either support the Teaching and Learning across the school or to work in our specialist Re-Engagement provision. Please see the job descriptions and person specifications below for more information regarding the roles.

If you are interested in either of these roles, please send your application to Amanda Hilton, PA to the Head Teacher, at the school address shown or email: [ahilton@chaileyschool.org](mailto:ahilton@chaileyschool.org). The 'support staff' application form is available to download on the website. We would be very pleased to show any potential candidates around the school.

**Closing date: Wednesday 20<sup>th</sup> June 2018**

Chailey School  
Mill Lane, South Chailey  
Lewes, East Sussex  
BN8 4PU

Tel: 01273 890407  
11-16 Specialist School for Language and Humanities  
Head Teacher: Mrs Helen Key



## **JOB DESCRIPTION**

|                        |  |
|------------------------|--|
| <b>School:</b>         | Chailey School   |
| <b>Job Title:</b>      | Teaching Assistant 3   |
| <b>Grade:</b>          | Single Status 4  |
| <b>Working Hours:</b>  | 32.5 hours per week<br>Monday to Friday 8.30am – 3.30pm (including 30 minute unpaid lunch break)<br>Term time only (46/47 weeks per year depending on service) |
| <b>Responsible to:</b> | Head Teacher   |
| <b>Liaising with:</b>  | All teaching and support staff as required   |

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### **Main Purpose of the Job:**

Working under guidance: implement work programmes for individuals/groups which could include those requiring detailed and specialist knowledge in particular areas. To assist in the whole planning cycle and the management/preparation of resources. To provide cover for whole classes under a system of supervision for up to 30% of employed time throughout the school year.

### **Key Tasks:**

1. To work with the teacher to establish an appropriate learning environment
2. To work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
3. To monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives and provide feedback to pupils in relation to progress and achievement
4. To use specialist (curricular/learning) skills to support pupils
5. To assist with the development and implementation of IEPs
6. To establish productive working relationships with pupils, acting as a role model and setting high expectations
7. To encourage pupils to interact and work co-operatively with others and engage all pupils in activities
8. To promote independence and employ strategies to recognise and reward achievement and self-reliance
9. To implement agreed learning activities/teaching literacy and numeracy programmes, adjusting activities according to pupils' responses/needs
10. To support the use of ICT in learning activities and develop pupils' competence and independence in its use
11. To determine the need for, prepare and maintain general and specialist equipment and resources
12. To be responsible for keeping and updating records as agreed with the teacher, contributing to the review of systems/records as requested



13. To undertake marking of pupils' work and accurately record achievement/progress
14. To promote positive values, attitudes and good pupil behaviour, dealing promptly with conflicts and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
15. To liaise sensitively and effectively with parents/carers, as agreed with the teacher, within your role/responsibility and participate in feedback sessions/meetings with parents as directed
16. To administer and assess routine tests and invigilate exams/tests
17. To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
18. To supervise pupils on visits, trips and out of school activities as required
19. To be willing to support playground/break time supervision e.g. educational games, homework clubs etc. (within employed hours)
20. To prepare work and activities in advance of the lesson (within employed hours) e.g. operating AVA equipment i.e. photocopier, laminator, making books, labels, signs, and undertaking practical tasks to maintain a good standard of classroom appearance
21. To participate in training and other learning activities offered by the school and county to further knowledge (within employed hours)
22. To carry out the above duties in accordance with the Children's Services Department's Equal Opportunities Policy

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Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

Employees are expected to adhere to the school dress code presenting a professional image to students, parents, governors and the wider community.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.



### **Safeguarding Children**

*The authority and school are committed to safeguarding and promoting the welfare of all children and young people and expect all staff and volunteers to share this commitment. It will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.*

*This post will be exempt from the provision of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendment) Order 1986. Applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of employment being taken up, any failure to disclose such convictions will result in a dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not exclude you from consideration for this post. Successful applicants will need to undertake enhanced DBS checks before commencement of employment.*

*In addition to the candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:*

- *Motivation to work with young people*
- *Ability to form and maintain appropriate relationships and personal boundaries with young people*



**PERSON SPECIFICATION**

**Post Title: Teaching Assistant 3**  
**Grade: Single Status 4**

|                                   | <b>Essential Criteria</b>   | <b>Desirable Criteria</b> | <b>Method of Assessment/<br/>Source of Information</b>                    |
|-----------------------------------|---|---------------------------|---|
| <b>Key Skills &amp; Abilities</b> | <ul style="list-style-type: none"> <li>• Ability to provide classroom cover – within agreed parameters – in the absence of the class teacher</li> <li>• Ability to consistently and effectively implement agreed behaviour management strategies</li> <li>• Ability to use language and other communication skills that pupils can understand and relate to</li> <li>• Able to converse at ease with customer and provide advice in accurate spoken English</li> <li>• Ability to establish positive relationships with pupils and empathise with their needs</li> <li>• Ability to demonstrate active listening skills</li> <li>• Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils’ needs, encouraging the pupils to stay on task</li> <li>• Ability to monitor the pupils’ response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes</li> <li>• Ability to carry out and report on systematic observations of pupils’ knowledge, understanding and skills</li> <li>• Ability to assist in the recording of lessons and assessment as required by the teacher</li> </ul> |                           | <ul style="list-style-type: none"> <li>• Application/Interview</li> </ul> |



|                                       |  |   |   |
|---------------------------------------|--|---|---|
|                                       | <ul style="list-style-type: none"> <li>• Ability to offer constructive feedback to pupils to reinforce self-esteem</li> <li>• Ability to work effectively and supportively as a member of the school team</li> <li>• Ability to work within and apply all school policies e.g. behaviour management, child protection, Health &amp; Safety, Equal Opportunities etc.</li> </ul>  |   |   |
| <b>Education &amp; Qualifications</b> | <ul style="list-style-type: none"> <li>• A good standard of education particularly in English and Mathematics</li> </ul>   | <ul style="list-style-type: none"> <li>• NVQ Level 3 for Teaching Assistants or equivalent</li> </ul> | <ul style="list-style-type: none"> <li>• Application/Interview</li> </ul> |
| <b>Knowledge</b>                      | <ul style="list-style-type: none"> <li>• Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment</li> <li>• Knowledge of SEN Code of Practice</li> <li>• Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils</li> </ul> |   | <ul style="list-style-type: none"> <li>• Application/Interview</li> </ul> |
| <b>Experience</b>                     | <ul style="list-style-type: none"> <li>• Experience of supporting children in a classroom environment, including those with special educational needs</li> <li>• Experience of using Information Technology to support pupils in the classroom</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Application/Interview</li> </ul> |
| <b>Personal Attributes</b>            | <ul style="list-style-type: none"> <li>• Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge</li> <li>• Willingness to maintain confidentiality on all school matters</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Application/Interview</li> </ul> |



## **JOB DESCRIPTION**

|                        |  |
|------------------------|--|
| <b>School:</b>         | Chailey School   |
| <b>Job Title:</b>      | Teaching Assistant 3 - Behaviour and Inclusion Support Assistant   |
| <b>Grade:</b>          | Single Status Grade 4  |
| <b>Working Hours:</b>  | 32.5 hours per week<br>Monday to Friday 8.30am – 3.30pm (including 30 minute unpaid lunch break)<br>Term time only (46/47 weeks per year depending on service) |
| <b>Responsible to:</b> | Re-engagement Unit Officer   |
| <b>Liaising with:</b>  | All teaching & support staff as required   |

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### **Key Responsibility**

To be responsible for supporting the running of the Re-engagement Unit.

### **Specific Duties**

1. To support daily routines of the alternative provision facility
2. To maintain the expectations set by the school
3. To maintain accurate records on students admitted in to the Alternative Provision (Attendance, punctuality, behaviour, uniform, academic standards)
4. To ensure students have planned work to complete within the facility
5. To supervise the students throughout the day within the alternative provision facility
6. To support the staff involved in teaching students within the facility and mainstream lessons
7. To deliver intervention to students, as required
8. To support the students in developing social and organisational skills both in and out of the classroom
9. To provide pastoral support and cater for emotional needs of students in the long term alternative provision facility
10. To support vulnerable and special educational needs students
11. To communicate with external support agencies
12. To develop ideas for provision development
13. To provide feedback on classwork & homework tasks as directed
14. To provide regular feedback on students' learning and behaviour via the Re-engagement Unit Officer for the Assistant Head Teachers, Heads of Department & class teachers
15. To attend school meetings as required
16. To know and apply all school policies
17. To maintain confidentiality at all times
18. To communicate regularly with parents/carers
  - i) keeping in contact with students/parents/staff
  - ii) building positive relationships
  - iii) offering subject support
  - iv) managing controlled assessments & coursework catch up
  - v) liaising with careers adviser to meet work experience requirements
19. To undertake any such reasonable duties as requested by the Re-engagement Manager, Head of Inclusion & SLT



### **Other Expectations**

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
  - To actively promote the school's corporate policies
  - To continue personal development & training as agreed
  - To engage actively in the appraisal process
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*In addition to the candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:*

- *Motivation to work with young people*
- *Ability to form and maintain appropriate relationships and personal boundaries with young people*



## PERSON SPECIFICATION

**Post Title: TA3 – Behaviour and Inclusion Support Assistant**  
**Grade: Single Status 4**

| Requirements  | Essential  | Desirable  | How tested   |
|---|--|--|--|
| <b>Education/<br/>Training &amp;<br/>Qualifications</b> | <ul style="list-style-type: none"> <li>GCSE English Grade C or above</li> <li>GCSE Mathematics Grade C or above</li> </ul>   | <ul style="list-style-type: none"> <li>Proven experience in liaison and negotiation and working with other agencies</li> <li>Evidence of further relevant learning such as courses completed</li> <li>Education of an appropriate professional qualification</li> </ul>  | <ul style="list-style-type: none"> <li>Application form</li> </ul>                           |
| <b>Key Skills and Abilities</b>                         | <ul style="list-style-type: none"> <li>Proven ability to direct and manage own workload and to function as an effective member of a team</li> <li>Confident in working with others and excellent interpersonal skills</li> <li>Understanding the challenge involved supporting challenging, disaffected students</li> <li>Ability to produce written documents to a high standard</li> <li>Computer literate with good IT skills</li> <li>Experience of working in secondary schools or with young people</li> </ul> | <ul style="list-style-type: none"> <li>Proven ability to influence and motivate</li> <li>Monitoring and evaluation skills</li> <li>Evidence of use of innovative approach to working with schools, children and young people, parents, community and multi-agency professionals</li> <li>Understanding of the educational environment and key national and local policies associated with inclusion</li> </ul> | <ul style="list-style-type: none"> <li>Application form and interview</li> </ul>             |
| <b>Experience</b>                                       | <ul style="list-style-type: none"> <li>Experience of target setting.</li> <li>Experience of data collection.</li> <li>Supporting Young People.</li> </ul>  | <ul style="list-style-type: none"> <li>Experience of working with the teaching &amp; support staff</li> </ul>  | <ul style="list-style-type: none"> <li>Application form and interview</li> </ul>             |
| <b>Personal Attributes</b>                              | <ul style="list-style-type: none"> <li>Ability to work under own initiative, acting with confidence to prioritise work effectively to meet deadlines.</li> </ul>   | <ul style="list-style-type: none"> <li>Proven ability to influence and motivate other</li> </ul>   | <ul style="list-style-type: none"> <li>Application form, interview and references</li> </ul> |



|              |   |  |   |
|--------------|---|--|---|
|              | <ul style="list-style-type: none"><li>• Commitment to working as a positive and constructive team member</li><li>• Ability to remain motivated and motivate and enthuse others in challenging situations</li><li>• Adaptable and resourceful with a willingness to work flexibly.</li><li>• Ability to remain calm under pressure.</li><li>• Ability to work with tact and diplomacy, to liaise and negotiate.</li><li>• Ability to work in a sensitive but assertive manner.</li></ul> |  |   |
| <b>Other</b> | <ul style="list-style-type: none"><li>• Able to work flexible hours subject to the requirements of the post and student needs</li></ul>   |  | <ul style="list-style-type: none"><li>• Interview</li></ul> |